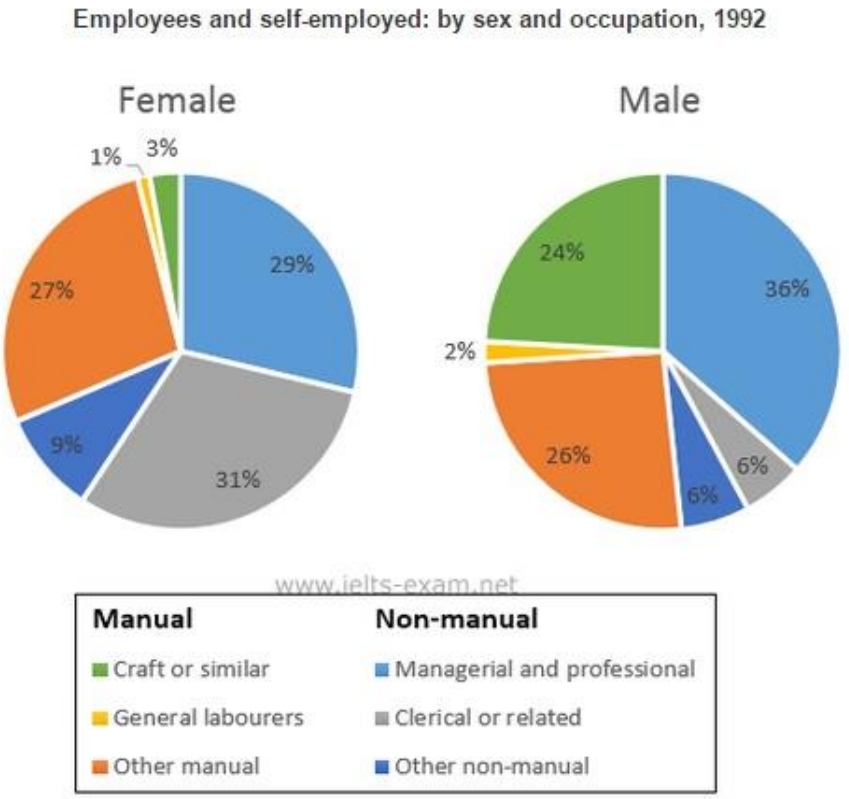
Describe Pie Chart



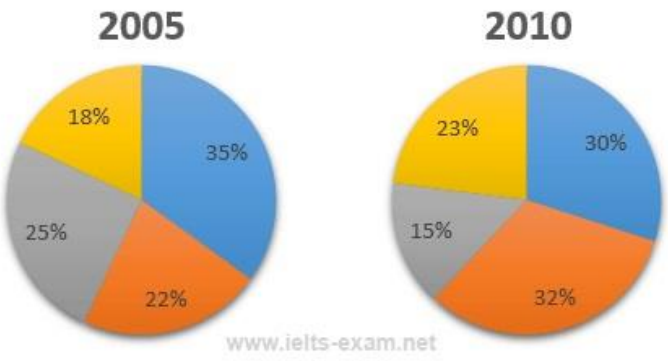
The charts provide information on the proportion of males and females in employment in 6 broad categories, divided into manual and non-manual occupations. In general, a greater percentage of women work in non-manual occupations than work in manual occupations, and the reverse is true for men.

In the non-manual occupations, while a greater percentage of working women than men are found in clerical-type positions, there are smaller percentage of women than men employed in managerial and professional positions. The percentage of women employed in other non-manual occupations is slightly larger than the percentage of men in these occupations.

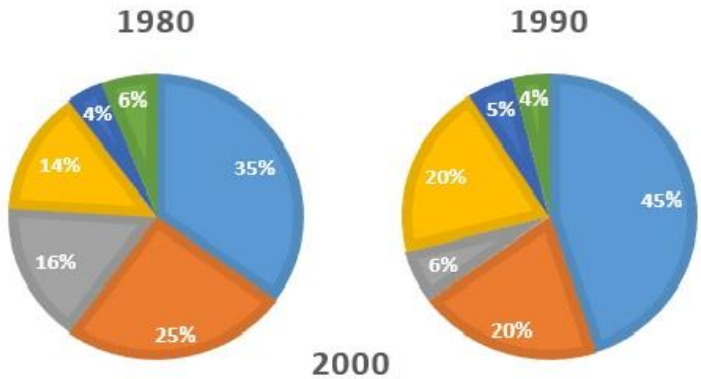
In manual employment, the biggest difference between the two sexes is in the employment of craft workers, where males make up 24% of the workforce and females just 3%. Furthermore, the percentage of women working as general working as general labourers is very small, only 1%. There is not a great deal of difference between the percentage of men doing other forms of manual work (26%) and women in other manual work (27%).

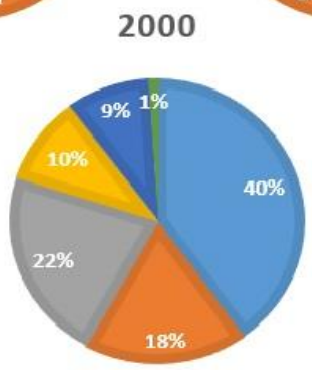
In summary, the two charts clearly show that women do not have the same access as men to certain types of employment.

Online sales for retail sectors in Canada



Electronics & Appliance Food & Beverage
Home Furnishings Video Games





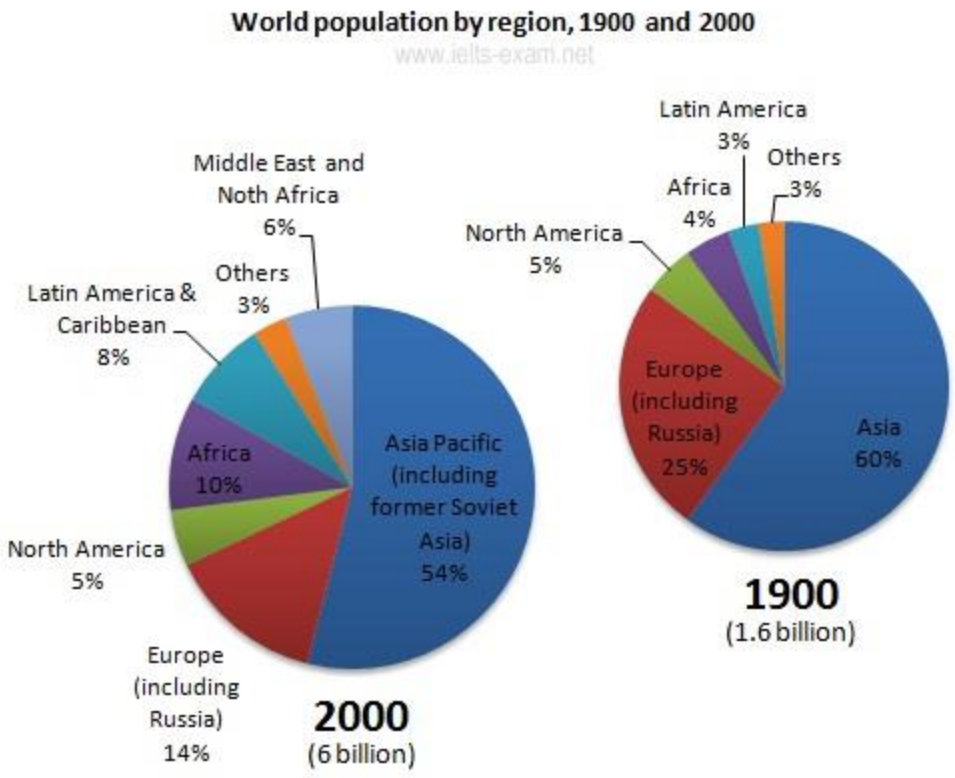
Higher Education K-12 Education
Transportation Health and human resources
Environmental services Other

The charts show how much local authorities spent on a range of services in Someland in three separate years: 1980, 1990 and 2000.

In all three years, the greatest expenditure was on education. But while K-12 education saw a fall from 25% in 1980 to only 18% of spending in 2000, higher education remained the largest proportion, reaching 45% of total spending in 1990 and ending at 40% in 2000.

Expenditure on health and human resources had increased to 20% by 1990 before decreasing to only 10% by the end of the period. In contrast, the share of transportation saw an opposite trend. This cost decreased to only 6% of total expenditure in 1990 but rose dramatically in 2000 when it represented 22% of the total budget. Similarly, the cost of environmental services saw a rising trend, growing from only 4% to 9% by 2000.

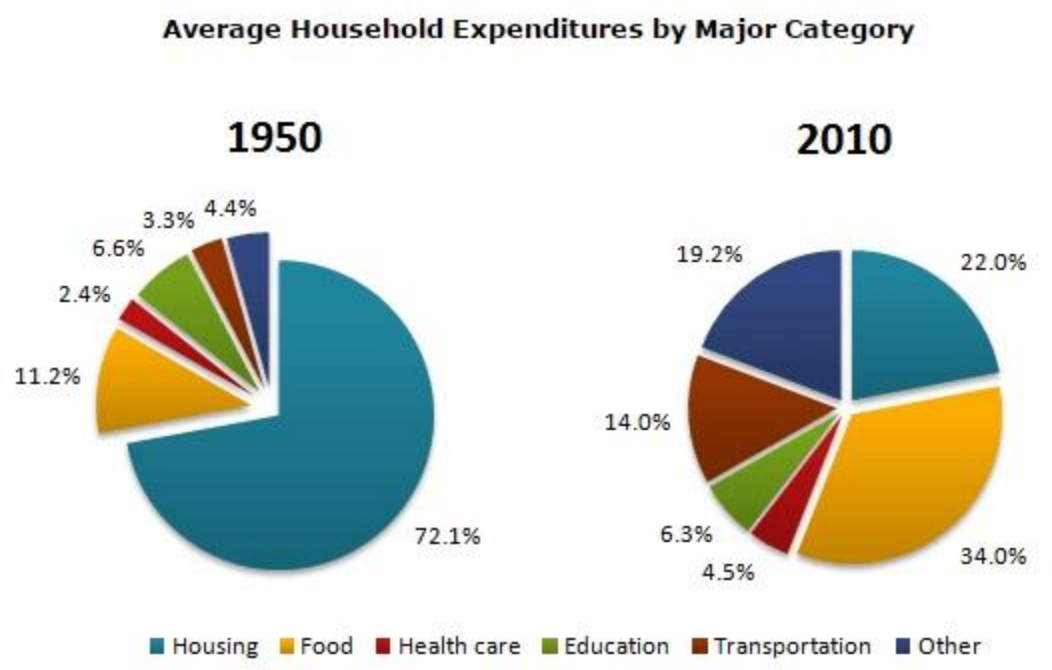
Overall, higher education constituted the largest cost to local authorities, and while spending increased for transportation and environmental services, there were corresponding drops in expenditure on health and human resources and K-12 education.



The pie charts illustrate changes in the population of different areas of the world between 1900 and 2000. The major regions are represented as percentages of the total world population.

From 1900 to 2000, the percentage of people living in Africa more than doubled from 4.5% to 10%, while Latin America's proportion almost tripled in the same period. On the other hand, the percentage of population in Europe and Asia decreased over the last century. Europe's percentage dropped from 25% to 14%, while Asia declined from 60% to 54%. North America's percentage however, remained constant at 5% in 1900 and 2000. The Middle East and North Africa, a new category in 2000, represented 6% of world population.

Overall, this represents a huge increase in the number of humans on the planet, from 1.6 billion to 6 billion in just one century. Most of this population growth has occurred in developing countries.

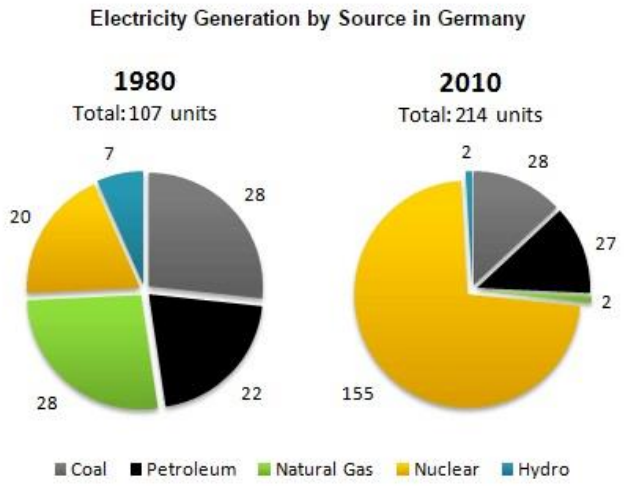


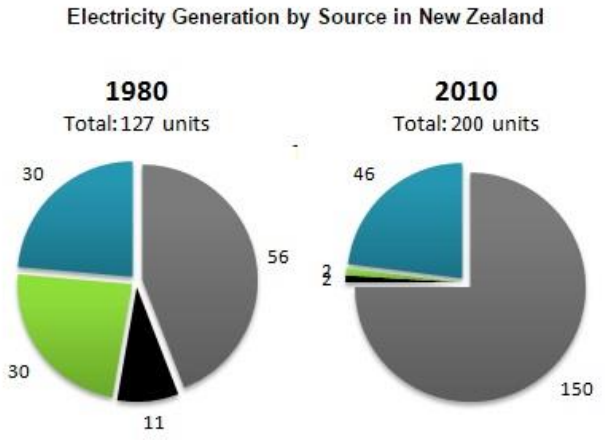
Look at the phrases in italic. Choose the phrase which sounds more formal.

The two pie charts give information about *what households spent their money on / household expenditure on goods and services* in 1950 and 2010. It is immediately obvious that *there are some quite significant differences / some things are significantly different* between the two charts.
In 2010 *the largest proportion of expenditure was / most money was spent* on food whereas in 1950 it was on housing, with food for just 11.2%. There is a great difference in terms of *the amount of money people's spent on housing / housing expenditure* between the two years. In 1950 72.1% of*the total household budget / the total of what households spent* went towards housing, compared to only 22% in 2010.
There has been a notable increase in / People have notably increased the amount of money spent on transportation between the two dates. In addition, the charts show *a significant rise in the proportion of money spent on health care / that people spent more on health care* in 2010 compared to 1950.
There are some similarities, however. For example, in both 1950 and 2010 *people spent a similar proportion on education. / the proportion of education expenditure was roughly the same.*

Writing Tip

When comparing statistics we usually say: ***Comparing*** *the figures for 1950 and 2010, we can see some quite significant differences between the two charts*. NOT ~~*Compared the figures for 1950*~~. We use ***compared to*** or ***compared with*** as follows: ***Compared to*** *1950, housing expenditure in 2010 was relatively low*. NOT ~~*Comparing with 1950*~~. Or: *Housing expenditure in 1950 was quite high* ***compared to/with*** *2010*. NOT ~~*comparing to 2010*~~.





Electricity Generation by Source in Germany

The charts compare the sources of electricity in New Zealand and Germany in the years 1980 and 2010. Between these years, electricity generation almost doubled, rising from 127 units to 200 in New Zealand, and from 107 to 214 units in Germany.

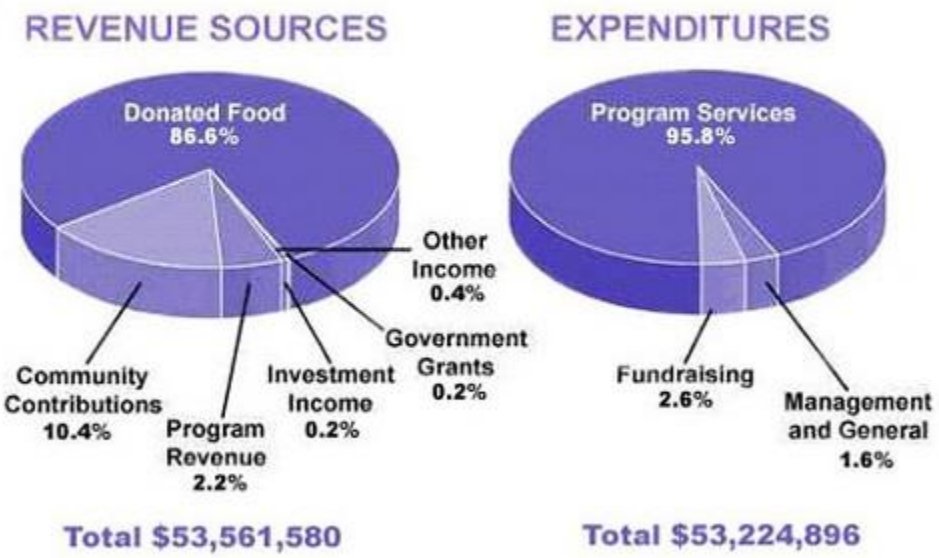
In 1980 New Zealand used coal as the main electricity source (56 units) and the remainder was produced from natural gas, hydro power (each producing 30 units) and petroleum (which produced only 11 units). By 2010, coal had become the fuel for more than 75% of electricity produced and only hydro continued to be another significant source supplying approximately 20%.

In contrast, Germany used coal as a source for only 28 units of electricity in 1980, which was matched by natural gas. The remaining 49 units were produced largely from petroleum and nuclear power, with hydro contributing only 7 units. But by 2010 nuclear power, which was not used at all in New Zealand, had developed into the main source, producing almost 75% of electricity, at 155 units, while coal and petroleum together produced only 55 units. Other sources were no longer significant.

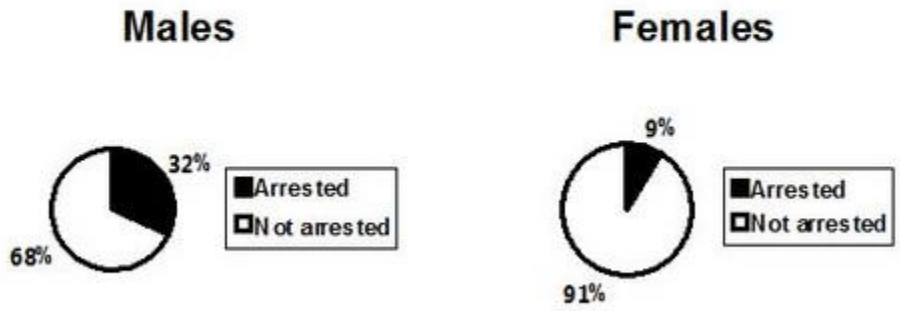
Overall, it is clear by 2010 these two countries relied on different principal fuel sources: New Zealand relied on coal and Germany on nuclear power.

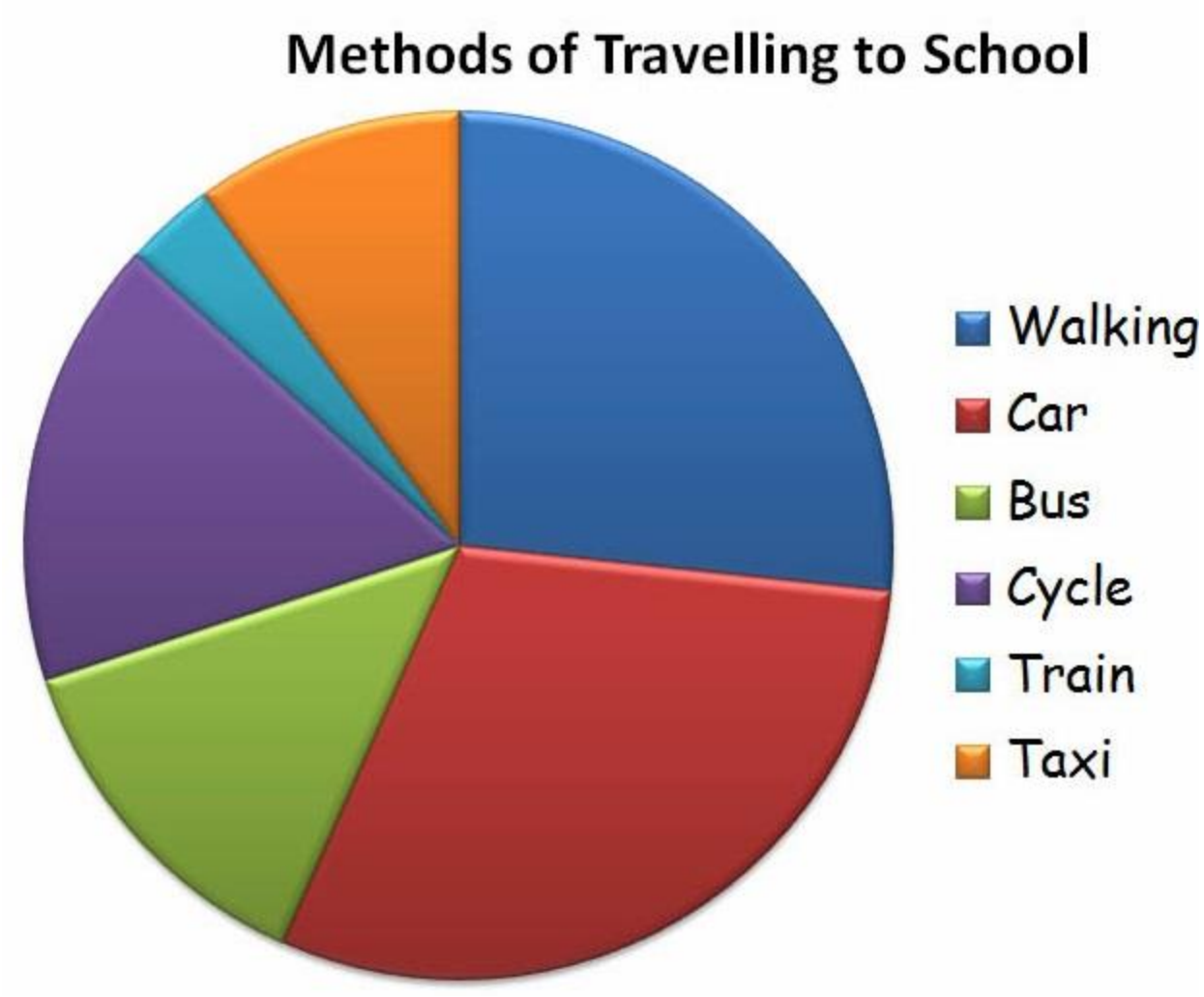
HOMEWORK

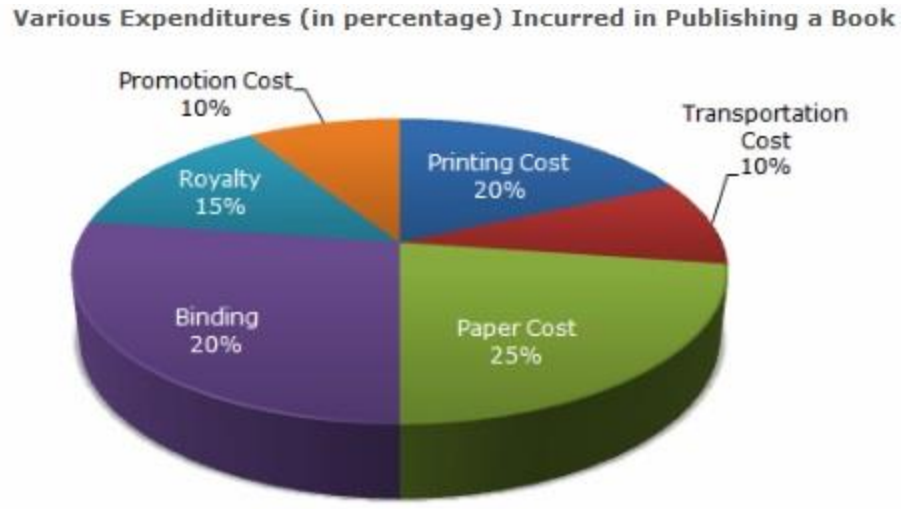
Revenue Sources and Expenditures of a USA Charity in one year.

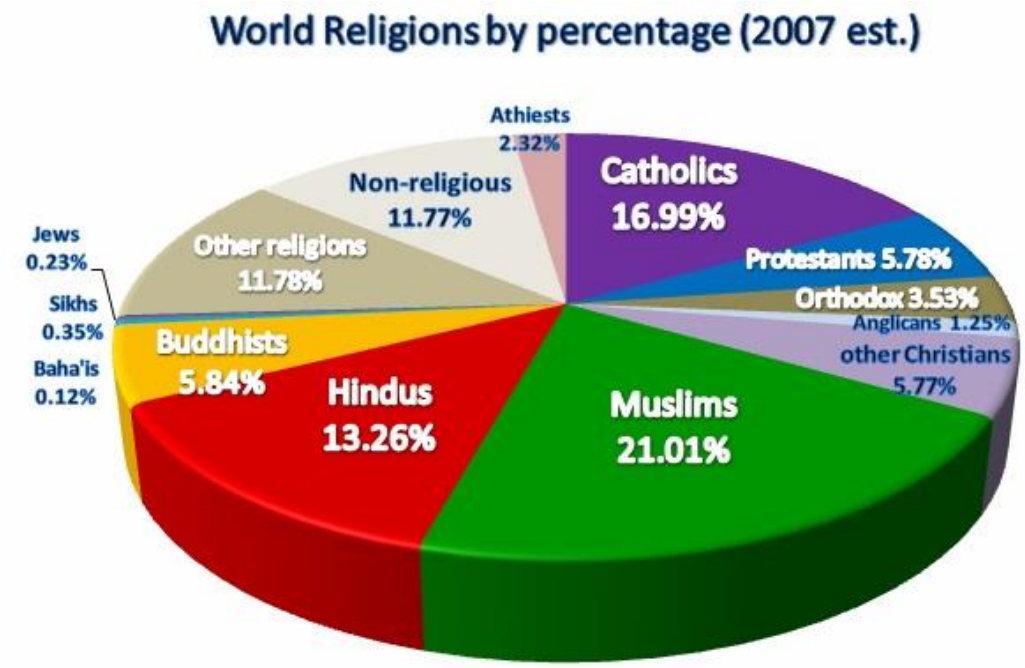


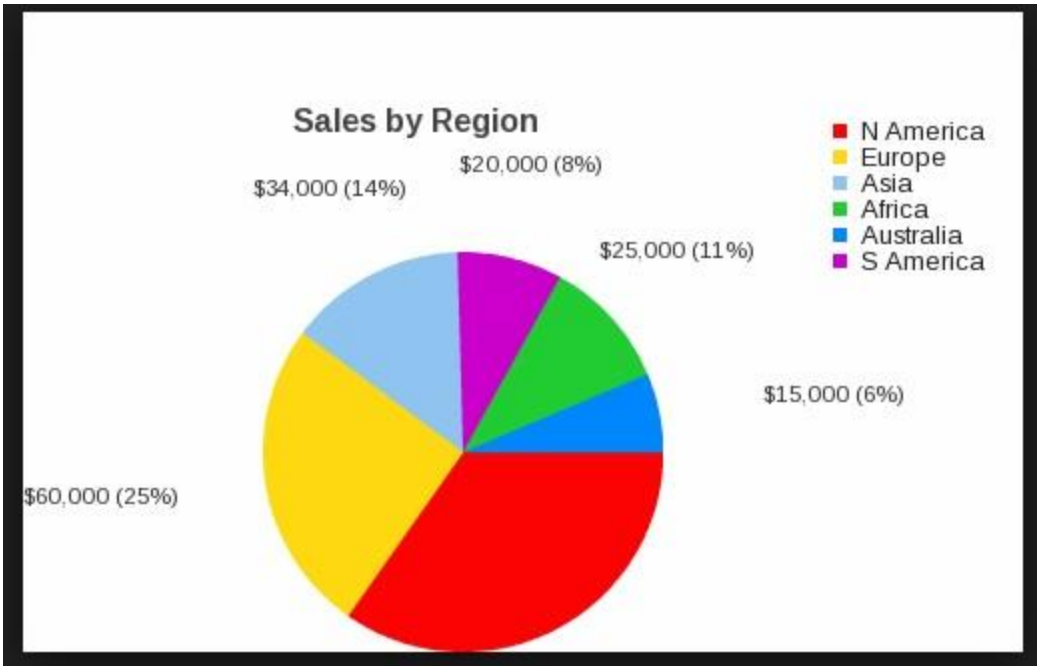
Persons arrested in five years ending 1994 (%)

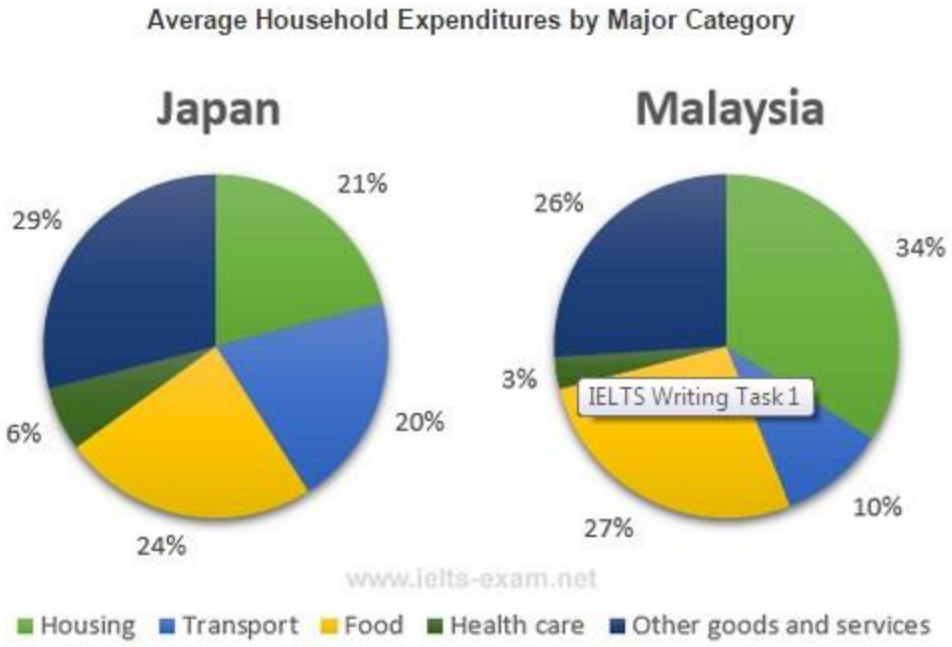



Methods of Travelling to School
Walking
Car
Bus
Cycle
Train
Taxi


Various Expenditures (in percentage) Incurred in Publishing a Book
Promotion Cost 10%
Transportation Cost 10%
Printing Cost 20%
Royalty 15%
Binding 20%
Paper Cost 25%


World Religions by percentage (2007 est.)
Athiests 2.32%
Catholics 16.99%
Non-religious 11.77%
Protestants 5.78%
Other religions 11.78%
Orthodox 3.53%
Jews 0.23%
Anglicans 1.25%
Sikhs 0.35%
other Christians 5.77%
Buddhists 5.84%
Baha'is 0.12%
Hindus 13.26%
Muslims 21.01%


Sales by Region
$20,000 (8%)
$34,000 (14%)
$25,000 (11%)
$15,000 (6%)
$60,000 (25%)
N America
Europe
Asia
Africa
Australia
S America



The pie charts show the proportion of money spent on various household expenses in Malaysia and Japan in 2010.

We can see that in Malaysia the greatest proportion of expenditure (34%) was on housing, ... in Japan housing accounted for just 21% of the total. ....., in Japan the greatest single expense was other goods and services at 29%, ... 26% in Malaysia. Food came in second place in Japan, at 24%, while in Malaysia the actual proportion was..... (27%). In Japan another major expense was transport, at 20%, but this was much..... In Malaysia (10%). In both countries the .....percentage of expenditure was on health care.

....., the data ..... that in both cases food, housing and other goods and services were the .....expenses, ... that in Japan, transport and other goods and services took up a ..... proportion of total expenditure ..... in Malaysia.

main	**but**	**than**	**higher**
smallest	**in contrast**	**compared with**	**lower**

http://www.dcielts.com/task-1-2/a-model-bar-chart-report-step-by-step/

https://www.youtube.com/watch?v=pZHCiRs2N1c

http://ieltsliz.com/how-to-ielts-pie-chart-lesson/

http://www.ielts-exam.net/academic_writing_samples_task_1/page/1/

http://www.ieltsbuddy.com/task-1-sample.html

https://www.youtube.com/watch?v=_6vyZ0HUX3A

Tips:

- Paraphrase the title.
- Identify Largest Portion and Smallest Portion.
- Don't always use %
- Use one Third, Half, Quarter etc.
- **Avoid** Giving your **Opinion**. No need to give **reasons** why.
- Talk about starting point
- Overall trend
- Where is it heading
- Where is it ending
- Biggest differences
- In case of a price volatility, mention the time period of peak and bottom

SAMPLE INTRO STATEMENTS

The graph gives information about

The map shows

The Pie Chart provides information on the proportion of

Overall, it can be seen that over the period, there was a fluctuant trend

(Avoid using 'above' and 'below')

- Begin with an **introductory statement**, e.g. *The table/graph shows…*
- Don't try to describe every detail. Look for **significant features**, e.g. the biggest change, the overall trend, etc.
- Don't speculate about reasons for trends. **Stick to the facts**.
- End with a **comment on general trends**, e.g. *from this evidence we can conclude that…*
- With graphs, make sure you understand what each axis is measuring.
- With bar and pie charts, there is often a key which tells you what each different bar or area represents.
- With tables, read the data across the rows and down the columns to identify the key point / changes

You will lose marks if you make grammatical errors in your explanations, particularly when errors are frequent and effect meaning. Be careful of the following common mistakes when describing numbers.

Amount* and *number: *amount* is used with uncountable nouns; *number* is used with countable nouns, e.g. *The **amount of meat** consumed in China between 1985 and 2010*. **NOT** ~~number of meat~~.

Per cent* and *percentage: *per cent* is always used with a number; *percentage* is used on its own without a number, e.g. *The **percentage of** male teachers in the UK*. **NOT** ~~the per cent of male teachers~~. *According to the graph, **four per cent** of the total household budget went towards transportation*. **NOT** ~~four percentage~~.

VOCAB

Proportionate / Account for / Overall / amongst all / Prefer